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The Relations of the Educational Institutions of Illinois*

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Each of the American states has an individuality peculiar to itself. Early history, economic conditions, and state pride have produced it. So these separate institutions of the different states show characteristics which distinguish them from similar institutions in the other states. This is strikingly true of the public educational systems of the states. These are so prominent in the affairs of the people, they are so highly cherished, and so representative of the common thought, are so costly and have come to be so wholly dependent upon the taxing power, and so subject to the general control of the law-making power of the state, that they are very likely to have an organization and sustain a life especially their own.

That organization may be closely knit together, or it may be a disjointed affair; the different parts may sustain one another, or they may continually pound against each other; and that life may be weak, or it may be strong and forceful; it may be a sluggish and fitful stream, or it may be a free-running, onrushing river in the affairs of the people of the commonwealth. It is in considerable measure conditioned upon the people themselves; it is in

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large measure dependent upon the intelligence, the training, the spirit and the perspective of the officials who manage and the teachers who instruct the schools. The people gladly follow a rational and confident leadership. They cannot avoid following an irrational or nerveless leadership except by revolt, by a new organization and thru new leaders: and successful revolutions are rare and difficult in education as in statecraft.

This is as true of Illinois as of the other states. Perhaps it is truer of Illinois than of other states. One who has spent more than half his expectancy of life in another state and who has had opportunities for observing the educational systems of many states cannot but note differences; he could not say that the differences are altogether or generally in favor of one or the other of the states, for unquestionably there are strong points and weak points with each; he could not assume, without undue temerity, even after some years of residence, to know the historic causes which have produced or to understand the underrunning currents which fix present conditions and limit future action; nor could he, without unpardonable effrontery, assume the right to decide upon the steps which are practicable and best to make the educational system of Illinois most promotive of the highest interests of the state and a model of excellence among the state educational systems of the country.

That knowledge and that right is with the men and women who have grown up in Illinois, whose lives have been the product of her life, whose supreme pleasure lies in contributing to her greatness, whose experience has been in her schools, and who are not unadvised of the educational progress of the world. In a state which is without educational factions, in which there is manifest

cordiality and oneness of purpose among all who can lay any claim to professional relations with the schools, and particularly in a state which leads all the others in attendance upon national educational assemblages, there can be no lack of qualified advisers or of disinterestedness in their professional advice.

Yet one who has lived for five years among the faithful, has lived according to law, and has kept mostly within his own bailiwick, and so far as allowed has put his energies into sawing wood on his own plantation, may now be allowed to break out and roam around in other fields a little, and even indulge in some observations upon educational matters of common interest to us all.

It may be bold to say that there is an absence of educational solidarity in Illinois. There is apparently no lack of desire for systematic unity of organization and of action. There is certainly no lack of educational cordiality in this state. I never had the honor of association with a people more cordial one with another, more genuinely fraternal in word and spirit, more high-minded in their educational ideals, or more heartily enthusiastic at home and vigorous abroad in the realization of those ideals than are the educational people of [the State of Illinois. In any matter of concern to the people of a single community upon which they are agreed they will labor with all the desperation and scientific team-work of a 'varsity football team on Thanksgiving Day to carry their project over the goal line. If money is needed they will go to the bottom of their rather long wallets and, if need be, sell the best part of their clothes and fight it out in their stocking-feet to prevent being beaten. When a dozen towns have a new state normalschool in sight, they want it so badly, they contend for it with such an abun-

dance of resources, such uniform cheerfulness, and such vigor of action, that they simply neutralize the efforts of each other for months together. Surely there is no lack of educational sagacity, educational thrift, or educational energy in Illinois.

But is there not lack of state educational unity and effectiveness? Are we all working together as we might? Do we carry the weight we ought among all the busy affairs of this splendid commonwealth? Last year this association with unanimity decided to sustain an exceedingly mild proposition looking to the repression of frauds and the protection of the time-honored educational degrees. Not only did this association declare for it, but all of the educational influences of the state declared for it. Not only all that, but the proposition was right upon principle. Yet when it appeared in the General Assembly, without being understood, without any assigned reason, it was almost spitefully thrown out the back door. The incident is recalled only because it is a convenient and concrete illustration of the fact that the educational forces of the whole state do not work together effectually to accomplish general ends. The illustration does not stand alone. More apt ones may be found in the absence of legislation binding the schools together more closely into a symmetrical system ensuring the support of each, while enlarging the influence and increasing the forcefulness of the collective body.

Our American system of schools is the system of the several states. We have no national system of education, except as the systems of the states combine to make one, and as their similarities tend to make it harmonious and symmetrical. A national committee of school men in session at the nation's capitol the other day declined to

recommend the founding of a national university on the ground that it is a function of the general government to encourage and aid, but not to provide or control educational instrumentalities. That is the function of the several states. That is necessarily so now, because the educational system has come to depend upon the taxing power, and that power, for this purpose at least, is exclusively with the states.

It is the policy of the states; it is more,—it is the essential of the American system of government, that the schools shall be managed by the people thru their local assemblages or elections. But it is the function of the states to see that the schools justify the exercise of the taxing power for the purpose and to the extent it is employed and that they serve the people and are adequate to the support of free institutions. If local communities do this it is well. If their intelligence and their generosity lead them to do more than barely meet the technical requirements of our manner of life it is so much the better. If they fail to meet the requirements, which the state in its wisdom is bound to establish, then it is the function of the state to compel them to do so.

I am not going far enough in this proposition. It is all true; but more is true. We must move to more advanced ground. So much would be true if our free states existed for security alone, but they do not exist for security alone—they exist to afford opportunity to each individual and to help on the intellectual and moral progress of the whole mass. There is an educational flavor about the very word "state." The essence of the term "nation" is strength, or fighting power, but of "state" it is greater intellectual activity, keener moral sense, and steady advance to higher living. There may be, and frequently is,

entire security without any personal liberty in a nation. That must not be so in a free, self-governing state. Security, liberty, progress, these must always remain the marks of an American state.

States can only ensure the end of their existence thru machinery. They are not, and cannot be infallible. They must do things and they must set the pace. They see and act thru agents and officers. What they do must be supported by the sentiment of the people. The quality of state work depends upon the personal qualities and the legal standing of their officers and agents. But state activity is initiated by those people who are especially interested in a particular thing, and state action in turn arrests the attention and influences the opinion of the whole mass. In a word, the educational action of a state is the result of the knowledge, the thought, the energy, the good team-work of the educational forces of the state.

The educational policy of a state is difficult of formulation: its educational machinery is slow in construction. The masses are not alive to the true lines of pedagogical progress. They cannot be. The people who do not know are the last people to know that they do not know. They think they do know, and are reluctant to surrender authority to specialists. Yet the greatness of a state depends upon willingness to follow experts. But confidence is a plant of slow growth, and it is hard to follow experts when so many experts who really have the right to speak with authority upon something talk with so much confidence upon everything. The educational action of a state depends upon the consolidation of educational opinion, upon keeping sane collectively, upon not undertaking everything, upon the power to see which of all the things proposed are really of moment, upon acquiring the

habit of accomplishing what is undertaken.

The educational action of the State of Illinois has been disjointed. Educational opinion has been slow in consolidating. It is so in the early history of all states; but it has been strikingly so here. The size and shape of the state, as well as the history of its settlement, have contributed to this. The state extends over more than six degrees of latitude. It is a long way from Galena to Cairo. The consolidation of opinion, the framing and the execution of plans flow from the intermingling of kindred spirits. In the early times for some months of the year the walking was poor. Possibly a larger retarding influence than the geography of the state was the differences in traditions and ideals of the different peoples who settled it. The southern half of the state was first settled. It was settled by a people who were certainly not indifferent to schools and not wanting in culture, but whose feelings upon the relations of mankind and whose educational perspective were not upon parallel lines with those of the people who at a later date settled the northern half of the state. We have really come to be one people in this country with educational aspirations, if not educational instrumentalities, common to all. Recent events have done much to make it so, and every one is thankful for it. But it was not always so. The north and the south were terms which, not long ago, denoted peoples whose feelings and plans were widely differentiated. The real border line between these peoples, the line which was laid down not by government engineers but fixed by human sympathies, and which ran across this country from the Atlantic to the advance line of civilization to the westward, crossed Illinois not very far from the center of its north and south axis. The people who

controlled things to the south of that line, for obvious reasons, idealized the private academy more than the common school. And they were people who formed and maintained their own opinions. And they established the government and gave the earliest impulses to the educational work of the state.

It took a long time for later ideas, even in the heads of a virile people, to overcome and support all this. There is nothing strange about it, and nothing that reflects upon any one. We have come to be able to talk about history without hysterics. There was a natural and obvious evolution, but it was necessarily slow. It is not yet completed. It is going forward more rapidly and strongly in later years. We are socially inclined and the traveling has improved. We hold a convention now every week or two. Sentiment is fixed. It supports a public educational system of all grades for all people at common cost. It is for us, the educational representatives of one of the greatest states in the Union, to initiate the steps which will give the sentiment of the state its realization by stopping waste, knitting the parts together, giving aid where it is most needed, and rounding out a complete and symmetrical organization which shall have the aim and possess the power to diffuse educational opportunity, and opportunity for the best there is in education, thruout every part of the commonwealth.

We have our full complement of educational institutions. First there is a free elementary school near every one's door. These were established as soon as the pioneer had settled upon the prairie. They came as naturally as a stream follows a channel. As towns have grown their character has been somewhat changed. They are adaptable to surrounding conditions, and have served and are

serving the needs of the people exceedingly well. They are not incapable of improvement. In the country they frequently need better buildings and more modern appliances and conveniences. In our great city upon the lake, as in all of the leading American cities, they are contending for their integrity and pedagogical independence against the spoils-hunter who flourishes in a pure democracy. In city and country the teaching force needs to be protected, helped, regulated, and inspired to the end that the work may be rationally laid out and the teaching have life and power in it.

There is a free high school in almost every town. There should be one to which every child in the state could have free access and the legal right to go. These secondary schools should average better than they do. Outside of the leading cities, where with scarcely an exception they are excellent, they do not fit for the colleges as adequately as they ought. If they do not adequately prepare for the colleges they do not prepare for life as they should. They lack financial support, and thoroly prepared teachers are scarce. Something more than a fine building which ministers to civic pride is necessary to make a good secondary school. It would seem as tho some decisive step should be taken by the state to encourage and aid the secondary schools. It might well do it directly by payments from its treasury upon some comprehensive plan which would stimulate the cities and townships to give more and make better schools. If it will not do that it should at least remove limitations and let local communities do all they would be willing to do in that direction.

There are four state normal schools, and a fifth trying to hatch itself. The two older schools are excellent in-

stitutions, very likely without superiors anywhere in the world. The two newer ones have been placed under the leadership of men who cannot fail, at a very early day, to carry them to the very first rank in character and usefulness. Illinois has done very well lately in providing for state normal schools. That provision has been none too bountiful. There are none too many of them. They will not be able to assure professionally trained teachers for the elementary schools, and how inadequate the teaching seems now unless by one who has been professionally trained. Yet the state would be wiser if it would stop now and be guided by experience yet to come before establishing more normal schools. A few normal schools which give inspiration and genuine pedagogical life to the elementary school system will be of infinitely greater educational value to the state than a larger number which fail in this.

Then there is the State University. It was late in being opened. It was slow in gaining headway. But it was placed upon a broad foundation at the beginning. Its work is unfolding in many directions. It has, as compared with former years, been liberally sustained in the later ones. Yet it has to stand a hard blow once in awhile; it gives thanks that it can now do it and yet live. Let no one imagine that it is rich; it is far from it; with a student body equalling or approaching in numbers those of its great rivals it has not half of their financial support. Illinois has undertaken to offer free instruction in any study and of the highest grade to anyone who is prepared and will come and take it. As I understand it, no true Illinoisan will be content until this surpasses in amount and quality what is offered by any other state. There is no trouble about attaining this distinction if the

people who are interested in public education in Illinois continue to extend to the State University the sympathy which they have in late years given, and if the state itself gives the authoritative and moneyed support it may easily give and never feel it. And the Trustees and Faculty of the University will try earnestly to merit this sympathy, and they intend, if this support is not given, to transfer the responsibility for it to other shoulders than their own.

But these tax-supported institutions are not all the institutions of the public educational system of the state. There is the great university established by the Methodist Church upon the shores of Lake Michigan and ably presided over by my friend who occupies our chair to-night, (President Henry Wade Rogers), which is an important element in the public educational affairs of Illinois. There is in the heart of our great imperial city another great university which was founded in munificence and came full-fledged into life. It has been something of an example, and certainly much of an inspiration, to the educational interests of Illinois. What Mr. Rockefeller gave to the University of Chicago was an unanswerable argument as to what Illinois and her people must do for her State University if she would not have private individuals and surrounding states winking at each other over her inactivity. It was not only unanswerable: it was effective. Let him repeat it as often as he will and let others do likewise as often as they will.

There are many smaller colleges founded by different religious denominations primarily to promote denominational ends. More than three-fourths of all the institutions of higher learning in this country have been founded in this way and for this end. As such they are entitled

to commendation and support. But they have done more than promote denominational ends. Until a comparatively recent date they were practically the only seats of advanced learning in America. As such they have been and are likely to continue to be influential factors in the public educational system. In the last decade or two a vast number of professional and technical schools and commercial schools have been founded thru philanthropic beneficence or started for private gain. They all exist by the authority or at least by the leave of the state, and they all influence the educational work of the state. Most of them influence it beneficially, and all who do are entitled to thanks, to fraternal regard, and to helpful co-operation.

It would be a fatal error if in enumerating the educational forces of Illinois we should pass by the elementary and parochial school system of the old Mother Church of Rome. She maintains it for the benefit of such of her fellowship as are unwilling to leave their children to the secular instruction of the tax-supported schools. She does it at her own cost. We regret that her view of the matter is what it is, but we respect her all the same for holding it. We can and do fraternize if we disagree in opinion. We all understand the matter. The essentials of the public system are fixed; they are believed to be imperative to good citizenship and to progress. No one expects them to be materially modified. The Roman Church expects to continue her policy indefinitely; it is a matter of faith; she will hold to it. She is beginning to add advanced institutions, if not as a church policy then as the happy result of her continuing prosperity and her increasing sagacity. When the Roman Catholic bishop of Peoria, himself a force in the educational affairs of

America, erects and opens an advanced institution of learning, at his personal cost, it is not only a significant event, but it is one which should impel every friend of popular education to rise and make his grateful acknowledgment to him.

The natural relation between all educational institutions is one of mutual concord and helpfulness. In pre-eminent degree the educational institutions of Illinois sustain that relation to one another. We would not have to travel far into some other states to find that the state university and the normal schools do not affectionately embrace each other, or that the tax-supported institutions and the denominational colleges have each other in their grasp, but at the throat. But it is not so in Illinois. If we do not help each other as much as we might, we at least do live agreeably together and we would gladly aid each other more if just the right opportunity were presented to us.

It is possible that we do not appreciate as completely as we will later the extent to which we may aid each grade or class of educational work by leaving it exclusively to the schools of that class to carry on. For example, where the elementary and secondary work, or the secondary and higher work have been jumbled together confusion is inevitable, and nervelessness is the logical result. For example again, the necessity of normal schools, and several of them, carrying on professional work and making everything else subordinate to the main idea for which they are maintained is quite obvious; but if those normal schools were to become state academies, appealing in a miscellaneous way to the elementary schools for students, and supplying them with about the same facilities they would get in a good high school, they would do much harm and no

good because they would thus discourage the maintenance of a good high school in every town. And yet again, if the colleges and universities do the work which the high schools should do, or if they bend over backward and demand that the high schools do more than they can do or ought to do, they discourage rather than supplement and encourage their most important allies. The same result follows if the colleges and universities do the grade of normal work which the normal schools are established to do, rather than supplement their courses and extend professional work to points where the normal schools are not likely to carry it, and yet where it must be carried if the pedagogical life of the whole system is to be continually reinforced and teachers are to be trained with a breadth and strength of scholarship and with pedagogical insight equal to the needs of the secondary schools.

In a word, a vigorous system of public education will be comprised of a series of divisions or grades of schools, each of which has an autonomy of its own and is allowed to do and is held responsible for the work which falls upon it, but all of which connect together and form a continuous pathway from the kindergarten to the time honored collegiate and university degrees. A cleancut and systematic organization, with responsibility upon and freedom in the different parts and which is yet complete and has general outlines that are symmetrical, which is self-confident and has pride in its work, which has the means of protecting its good name from the operations of impostors, which knows its rights, but which is neither fooling with politics nor seeking favors, which can resist assaults and accomplish things, which neither sneaks nor blusters, which doesn't care to be in the newspapers but goes quietly on its way, and which comes to be publicly under-

stood and finds security in public confidence, is imperative to any efficient system of popular education.

I am very far from inferring that we are lacking in all these requisites or in most of them. I am only trying to point out the relations which I think we should sustain to each other and the ends towards which we should work. It is idle to assume that we have an educational heaven except when we are talking to the folks in the east who are monumentally ignorant of western school work and to whom we can claim anything without fear of being disputed. Our claims are nearly good; it will be better that we go on and make them completely so by the time we have to prove them. The conditions in Illinois are favorable. The relations are entirely agreeable. The state can do whatever she thinks well to do. There is little or nothing in the way. What is needed is a decisive step towards a more perfect general organization, towards more effective co-operation between the parts, towards more scientific team work, towards more concentration of thought upon general educational policies and more centralization of power in the interests of greater general effectiveness.

If this step is to be taken it must be taken by the state: it must be done by putting the office of State Superintendent of Public Instruction upon a better footing, and it must be done upon the motion of the educational forces of the state.

The state is raising, thru the high power of taxation, a power which it alone can exercise or authorize, many millions of dollars each year for schools. Its citizens are giving many millions more. Yet it expends less money by far and exerts less authority in supervising the expenditure and in binding together the instrumentalities thru

which it is expended, in improving the processes which it has set in operation and in extending its advantages equitably to all parts of the state than it does for almost any purpose to which it puts its hand. Compare the offices of the Secretary of State, the Auditor, the Treasurer, the Attorney-general, with that of the Superintendent of Public Instruction and mark the large difference. Not that the cost of maintenance of the other state offices is too much; I have no thought that it is; that of the office of Superintendent is wholly inadequate. The state spends more in state supervision of insurance, and of railroads, than of instruction. It costs more to look after live stock than schools. The live stock ought to be looked after adequately, and probably the doing of it costs no more than is needed. The same is true of charities, and of factories, and of health, and of every other interest the state takes in hand. It costs the state more to look after the matter of ensuring proper clemency to its criminals than in direct supervision of its educational system. Not that it is doing more than it ought in these other directions, but that it is not doing as much as it ought in direct state supervision of the enormous expenditures which the people are forced to pay and which they ordinarily pay very willingly for popular education.

The State Superintendent is not only without proper support thru which to accomplish things, but he is without discretion and authority to accomplish things. He needs assistants in the office and on the field, who shall inspect and inspire, and lay plans, and he needs to have it known that the power of the state is behind him so that he may make sure of getting what information and all the information he needs, so that he can require that deficiencies be supplied, and abuses corrected, and so that the

combining and energizing influence of the commonwealth shall be felt in all our educational affairs. In a word, the State Superintendent of Public Instruction needs a position with moneyed support and statutory powers which give him, naturally and logically and conclusively, the right to lead on the field; the right to arrange and classify and organize, and the right to speak with authority to the General Assembly in the interest of the common educational life and the common educational progress.

Let me add, in order to prevent the possibility of misinterpretation, that it would be a peculiar pleasure to me, as I am sure it would be to all of you, and in my opinion it would be a special advantage to the state if this could be done while the office is filled by a man so experienced and capable, so just and direct, so gifted in perspective, and so devoted to his craft and all the craftsmen as the present Superintendent. He fills his office of very limited opportunity acceptably; he would dignify it if its support and its opportunities were as great as our great state with its vast educational interests should make them.

There is no trouble about individual or community initiative for educational advancement in Illinois. The cities and the prairies are full of it up to the limit of their understanding and legal powers. What is wanted is the working out of well considered general plans, and then concert of action in carrying out plans. To do this we must have a state educational clearing house where information centers and where sentiment crystallizes and where policies are carefully formulated; a state educational dynamo room where good educational power is generated and in such quantities that the selfish, the indifferent, or the half advised will not care to resist or ignore it.

We are all bound together educationally. We do not

feel it as we ought. Each part is dependent upon every other part. The elementary schools feed the secondary schools, and the secondary feed the normals, and the colleges and universities. But in turn the advanced schools determine the character of the secondary schools, and the secondary schools fix the plane and fiber of the primary. Professional training is requisite to the best teaching in every grade whether it be the kindergarten or the university. The success of one college does not drain another: it inspires the other and inclines more people to send their sons and daughters to college. Any original work in education at the university is an incentive to everybody with his eyes open. The educational thrift of one community stirs and directs the thought of other communities. The college presidents and faculties understand all this, at least as well as other people do, and they are jealous of their right to share in the common burdens and have their influence count in giving the educational system of the state a footing which is substantial, and in helping to push it forward on advancing lines which are historically and scientifically correct.

It is not for colleges to determine what the common educational fellowship shall undertake in Illinois. That is to come from experience and discussion and to be settled in general council. We should espouse the most important movements which seem possible of accomplishment. If we are wise we will elect between the things which are desirable and take up those which are both desirable and practicable and get in the habit of succeeding in what we undertake.

There are numberless things which suggest themselves. As I can ask questions, altho I cannot answer them, I may be pardoned for doing that which I can do.

Is it not time that the State School Fund were increased so that the wealthier districts should give more help to the poorer districts, and educational advantages thus be more equally diffused thruout the state?

Ought not the state to do more to ensure the improvement of the rural schoolhouses and their surroundings?

Cannot the work in ungraded schools be more thoroly systematized and connected with something beyond?

Ought not the compulsory attendance upon some school of every child between given ages to be taken up anew? Could we not profit by experience and adjust the views of the authorities of the private schools, as well as those of the prison and police authorities, the labor authorities, the charities people, and all the rest, to a plan which would have the support of all who recognize the desirability of the end in view?

Does not the whole matter of examining and certifying teachers need recasting so that teachers shall be relieved from the multiplicity of examinations, so that certificates shall have recognized value thruout the state, so that experience and merit shall have wider appreciation and larger reward, and so that a real teaching profession may have the opportunity of development?

Ought not a statutory recognition to be given to graduates from approved colleges and universities as sufficient *prima facie* proof of qualifications in subject matter for teaching in the schools; and ought not this when coupled with a reasonable quantity of professional training, or with a reasonable time of successful teaching experience, to entitle one to relief from the necessity of subsequent examinations?

Ought not there to be a closer organic relation between the work of the college and university educational depart-

ments, the courses in the normal schools, the teachers' institutes, and the examinations for certificates, to the end that one instrumentality shall connect with and help another and teachers and intending teachers be aided rather than confused thereby?

Ought not the number of certificates issued to be limited to about the number of teachers employed, and certificates given to the most meritorious candidates, to the end that where there are more persons who want to teach than there are schools the most deserving shall have the preference, the schools get the strongest teachers, the competition between good teachers and indifferent ones be lessened and the public respect for teachers and their compensation enlarged thereby?

Is it not practicable to somewhat extend professional teaching in the elementary schools thru a system of teachers' training classes in approved secondary schools sustained in part at least at the general expense? Would not something of this kind advance the good cause of professional training in the popular mind? Would it not aid high schools in some measure? Would it not sharpen the appetite of a larger number of future teachers for the better pedagogical work of the normal schools?

Is it not desirable to give some general encouragement to secondary schools? They are more costly than elementary schools. They are imperative to the steady advancement of the elementary schools. They constitute an imperative and all important link in the whole educational scheme. Their relative importance as a preparation for life as well as for college has been much increased in recent years. Many communities cannot adequately sustain them. Can we not at least start on the road towards a consummation which shall give every child of Illinois a

legal right to a good high school education within reasonable distance of his home?

Is the library doing what it might in our general educational work? Cannot something more be done to enlarge the opportunities of teachers and pupils for the reading which will be most helpful to them and in some measure to direct and measure their work therein?

Are we not bound to declare yet more strenuously for the complete emancipation of educational work from political domination in the larger cities and to give yet more heroic aid to those who are in the front of a contest involving not only the respectability but the life of that proud institution, the American common school, at the great centers of population in the United States?

Ought not Illinois to do more in the way of training the eye to exactness and the hand to deftness in the industrial arts? Is it enough to do a little, a very little of this in the high school grade? Ought not the spirit and the methods of the kindergarten, in adaptable form, to be continued thru the whole system? Shall we always let intellectual culture stand for much, and skilled labor, industrial resourcefulness, and the habit of doing things, count for little in the standards of the schools? Is not work the best kind of education, and does not the highest end of purely democratic government lie in developing and training the worker with a certainty of leading to higher intellectual life rather than in training the intellect with the expectation of producing the worker? Is there not in all this much to be observed in laying out the policies of the schools?

And is not the whole educational system injured by dishonest and wholly unsubstantial concerns which pretend to do what every one with any knowledge and any hon-

esty knows they cannot do, who yet confuse and rob the inexperienced, and lower the standards and demoralize the work of the schools? And is not the educational system the system of the state; and is it not the function of the state to dishearten demagoguery, to punish swindling and to take care of its own?

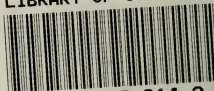
In recapitulation and in conclusion: from my outlook, which it must be admitted has given me only limited knowledge as yet, I should say that the educational conditions in Illinois are highly encouraging; the people are favorable to a comprehensive system of schools, and their resources are ample; community educational initiative has been plentiful; all grades of educational work have been organized and the relations of the workers are thoroly harmonious; no one is asking support at the expense of another; beyond this, state policies have not yet become well established; there is plenty to do in the way of rounding out a perfect system; what is to be done should be determined by the friends of education in council; it will not be done except on their motion, for the most part; it can only be done by the state thru legislation: legislation will be secured and general policies executed thru state leadership which binds the educational influences of the state together and gives authoritative expression to them; the natural and logical leadership of the educational forces of the commonwealth is in the State Superintendent of Public Instruction; to give him the opportunity and the right to lead, his office should be put upon a higher plane with increased facilities and considerably enlarged authority.

This is a very great state. It is the gateway between the great east and the great west. It is a wide gateway,

but the millions who go and come must pass thru it. Its thrift is unmeasurable and its resources inexhaustible. It has developed a metropolis which is the marvel of the great century just drawing to a close. The phases of human life are diversified: the conditions of the people as unlike and intense as anywhere in the world. We have all classes, all nationalities, all creeds. Under popular government, with wide open suffrage, and with the wonderful future that is opening to us, the interests of popular education cannot be left to chance, to the uncertain support or the precarious business management of individuals or local communities. All who will aid in the good cause will have encouragement and honor, will be given helpful co-operation, not in a ragged aggregation of isolated schools, but in a comprehensive school system, commencing at the kindergarten and ending in the University; a system moving along general lines, thoroly established in the policy of the state, and reaching every home from the rugged Wisconsin border to the low point where the Ohio joins the "Father of Waters" in his magnificent sweep to the sea.

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